

## Scoping the Future - The WMR Plan Regional Forum

14<sup>th</sup> – 15<sup>th</sup> November, 2011



### Purpose

To develop agreed regional direction for the next three years that will sustain and deepen the improvements of the past three years for all children and young people in the Western Metropolitan Region

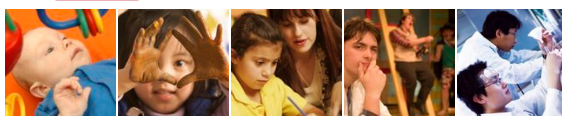
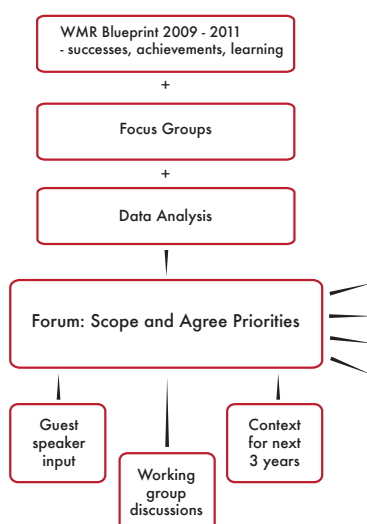


## How will we do this?

- Build on the focus group consultation
- Draw on research, current literature, and data to inform our thinking
- Facilitated discussion in 7 different focal areas



## Process to date



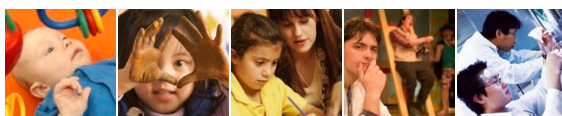
## 7 Focal areas for discussion

1. Early Childhood
2. Literacy Primary
3. Numeracy Primary
4. Years 7-9
5. Years 10-12
6. Transitions
7. Learning environment



## Working agreements

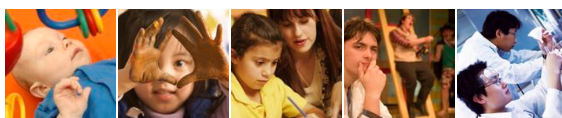
- We all have something to learn and teach
- We will strive for understanding, not necessarily agreement
- Comfort and learning are related, as are challenging and robust discussions
- All participants have equal status
- Take responsibility for your own comments
- Chatham House Rules apply
- Mobile phones are turned to silent
- iPads for note taking – emails in the break
- All information is written on flip charts to enable participation and provide a record of the discussions



*“Climate is what you expect, weather is what you get.”*

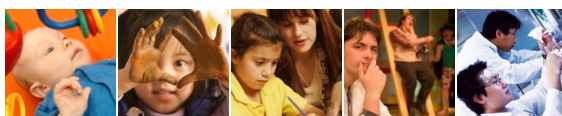
Robert Heinlein

Good planning allows for both.



## For effective planning

- It is crucial to avoid worrying excessively about the obvious. Choose instead to focus most on the important things that are within your power to change
- Welcome diversity in perspective



## The WMR Plan: **‘Where to from here?’**

**Katherine Henderson  
Regional Director  
Western Metropolitan Region**

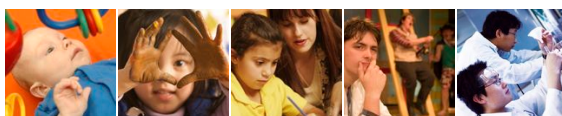
**14 November 2011**



### **Changes since 2008, when we built our WMR Blueprint**

Early childhood was not part of the region  
What do we learn from each other?

- EC - Partnerships and families, mandating qualifications
- School Education – focus on the quality of teaching and learning, building partnerships
- Transitions



## Changes since 2008, when we built our WMR Blueprint

- NQF
- SSSO's
- Networks
- Trust and autonomy

New Government



## Government Policy

Lifelong learning

Victorians from all socio-economic and cultural backgrounds are supported to be successful lifelong learners; to grow their skills and capabilities for the changing world of work; and to be confident, creative and respectful local and global citizens

Family, community and  
industry partnerships

Strong partnerships between providers, and with families, communities and businesses shape our services to meet current and future needs

High-quality, empowered  
services

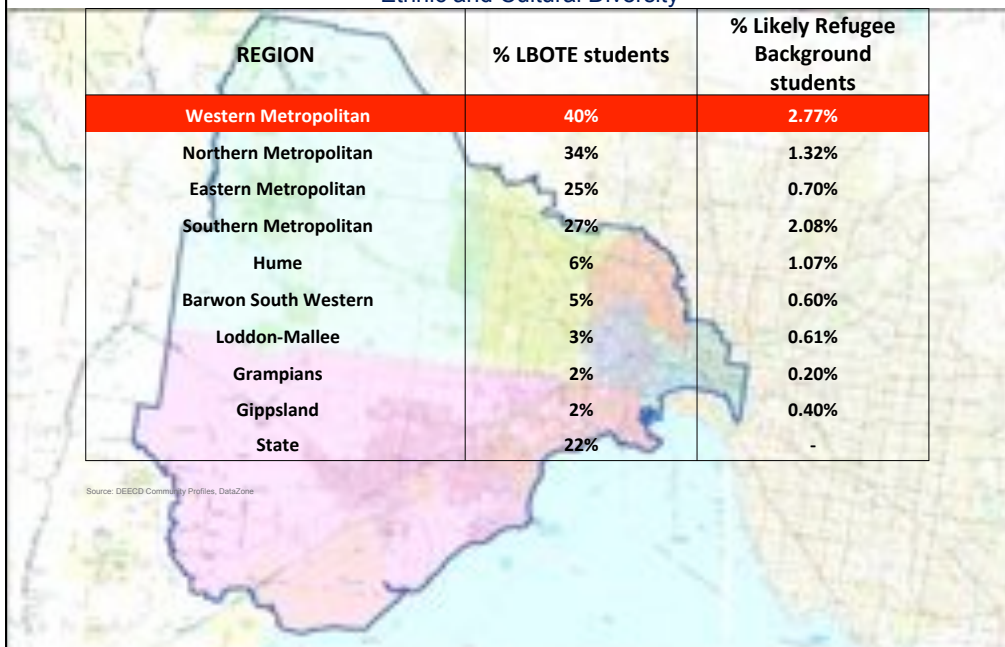
Early childhood, education and training providers and schools are empowered to design local solutions to local needs - consistently delivering outstanding quality services that contribute to the development of Victoria as a cohesive, advanced knowledge society

Strong local pathways

Making it easier to enter and move between different stages and levels of education and work

## WMR – A Demographic Snapshot

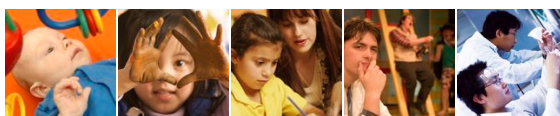
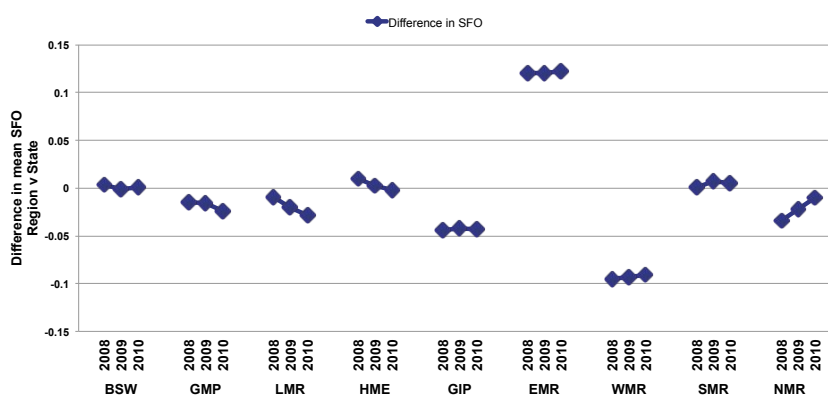
Ethnic and Cultural Diversity



## WMR – A Demographic Snapshot

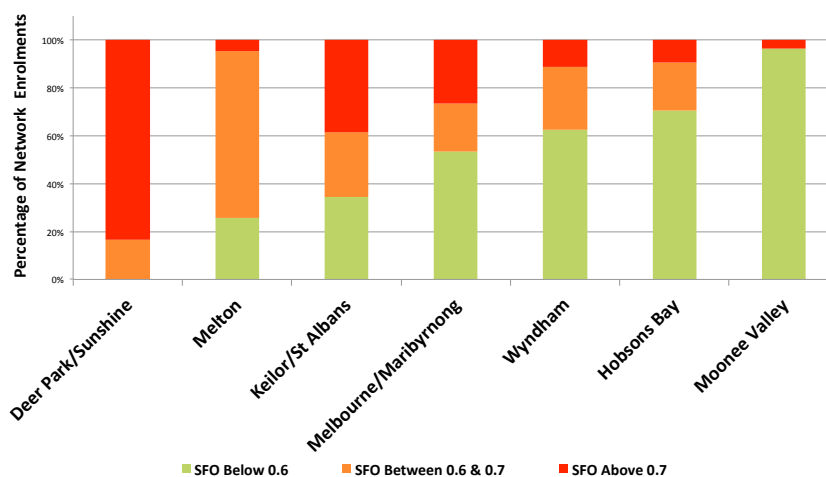
Relative Socio Economic Disadvantage of Schools

### SFO – All region comparison



## WMR – A Demographic Snapshot

### Socio Economic Diversity



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## WMR – A Demographic Snapshot

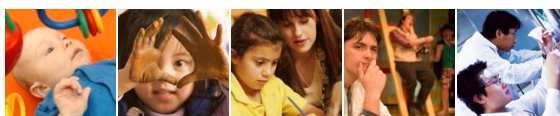
### Early Years Developmental Disadvantage (AEDI)

Local Government Area	No. of Children	Physical health and Wellbeing	Social Competence	Emotional Maturity	Language and Cognitive skills	Communication skills and general knowledge	Vulnerable on one or more domains of the AEDI	Vulnerable on two or more domains of the AEDI	SEIFA (score)
Victoria-total	61187	7.7	8.4	8.3	6.1	8.3	20.2	10	
WMR-total	9129	7.8	8.9	7.5	7.1	10.5	22	10.9	
Brimbank	2581	7.6	8.7	6.8	8.1	14.1	25.1	11.4	930
Hobsons Bay	979	8.7	9.6	8.4	6.2	10.3	21.7	11.5	998
Maribyrnong	722	10.8	9.3	6.2	6.4	12.7	25.2	12.6	949
Melbourne	423	11.3	10.5	11.1	8.7	10.8	22.8	14.4	1049
Melton	1495	6.5	7.5	8.6	6.4	7.8	20.4	8.8	1010
Moonee Valley	1189	3.8	4.8	4.5	4.2	5.3	12	5.9	1016
Wyndham	2149	9.4	12	9	8.7	10.4	24.3	13.5	1022

higher than state average: children developmentally vulnerable at school entry



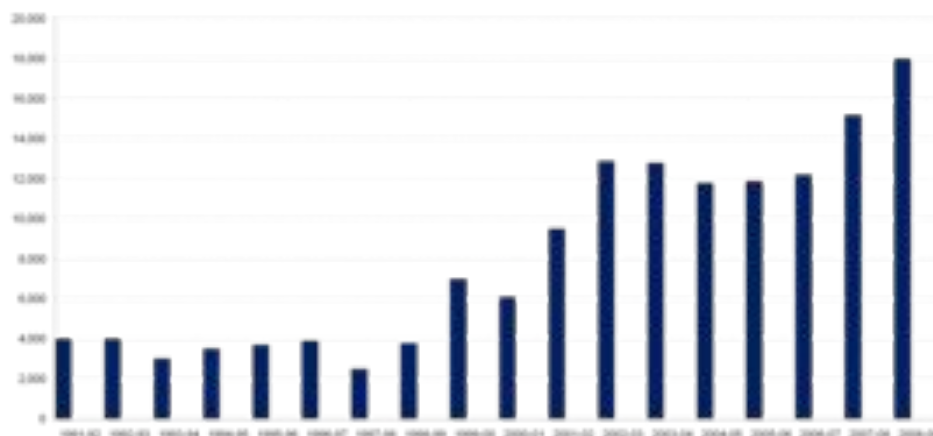
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## WMR – growth and decline

Current Growth in the Outer West



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## WMR – A Demographic Snapshot

Projected Growth in the West

Population Projections Number of children aged 0-8 years by LGA

LGA	2006	2011	2016	2021	2026	% growth 2006-2026
Brimbank	20,508	19,880	19,605	19,439	19,568	-5%
Hobsons Bay	9,781	9,848	9,978	10,020	10,321	6%
Maribymong	6,941	7,479	7,907	8,086	8,305	20%
Melbourne	3,608	4,575	5,951	7,326	8,588	138%
Melton	12,280	18,438	23,934	26,758	27,893	127%
Moonee Valley	10,712	10,737	10,701	10,595	10,796	1%
Wyndham	16,559	24,173	31,318	36,141	39,199	137%
Total	80,389	95,130	109,394	118,365	124,670	55%

Source: Department of Sustainability and Environment, Victoria in Future 2008 Population Projections, via Early Childhood Community Profiles, DataZone



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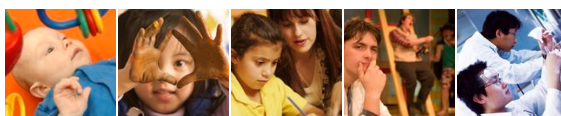
## Early Childhood & Youth Service Demand WMR

- 465 children in WMR with a disability or developmental delay waiting for an early intervention service. - Approx. 600 by the end of the year.
- Greatest number of Family Day Care schemes in Victoria, with 33 schemes, a further 19 pending license applications.
- The funded ratio of Primary School Nursing EFT to preps is 1:1000. In WMR this is 1:1300
- Funding for Secondary School Nursing has not been increased since 2000.
- Population of Aboriginal & Torres Strait Islander children and families in WMR is increasing.



## WMR Early Childhood Service Innovations

- **Braybrook/Laverton project-** *Hobsons Bay and Maribyrnong.*
- **Chin Burmese Access and Participation project.** *Brimbank Secretary's award finalist*
- **Blue Sky Project.** Secretary's Award winner. *Melton.*
- **Access to Early Learning** pilot.
- **Engaging with Fathers.** *Wyndham.*
- **Father Inclusive Practice.** *Moonee Valley.*
- **Universal Access.** *Kensington 15 hour pilot.*
- **Wannik.** Koorie Team implementing initiatives to improve community engagement and student learning in early childhood and schools.
- **iPad trials for children with developmental disabilities.**
- **Welcome to Early Childhood Intervention Services (ECIS) DVD.**
- **Health Promotion in Secondary Schools**
- **Primary School Nursing DVD**



## Early childhood

Challenges:

- Ratio of primary school nurses, still meeting targets
- ECIS waiting list, up to 18 months, growing in number
- NQF for our CSA's, keeping the power of our relationships

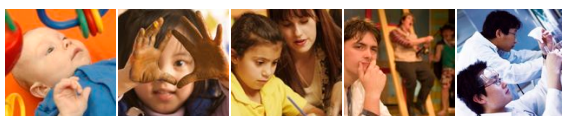
Creatively building the national platform, while sustaining effort and supporting staff

- Innovation and modelling excellent practice



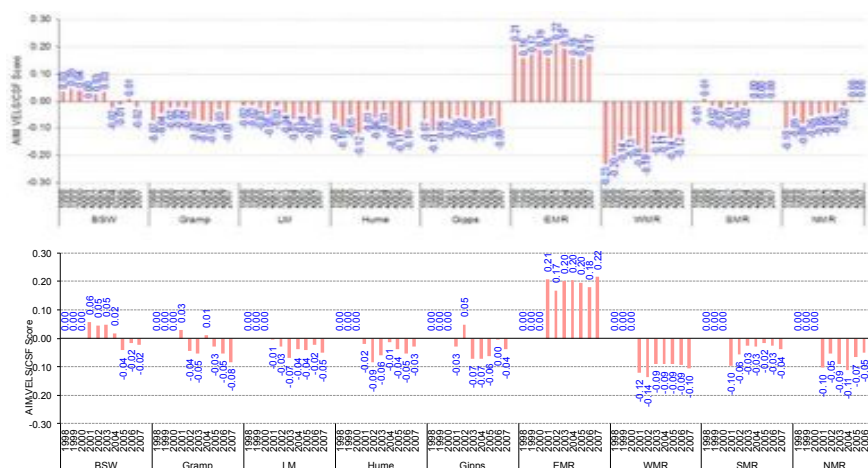
## School Education - Growth and Decline

- Galvin Park
- Capital projects
- Manor Lakes



## WMR – Where did we start?

AIMS Results 2007



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## WMR 2008 – A Three Year Plan

The Start of Our Journey

**A common language**

**Teaching as public practice**

**Evidence based models**

**Student work and data**

**Accountability and Improvement**

**Resourcing**

**Building school networks**

**Evaluation**

Western Metropolitan Region

Our guiding question

"What will it take to be the most rapidly improving region in student learning outcomes in the state?"

Our vision

To become the most rapidly improving region in the Western Metropolitan Region and a model for other regions in the state.

Key

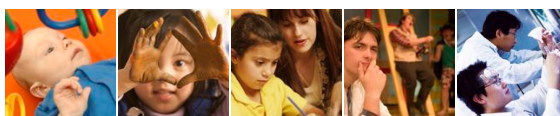
Building the capacity of our teachers and leaders to use effective instructional practices in an engaging and visible learning environment.

Our goal...

Within three years (2010-2012) the Western Metropolitan Region will demonstrate measurably significant gains in student learning in literacy, numeracy and school completion rates.



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## WMR 2008 – A Three Year Plan

The Evolution of our Improvement

2009



2010



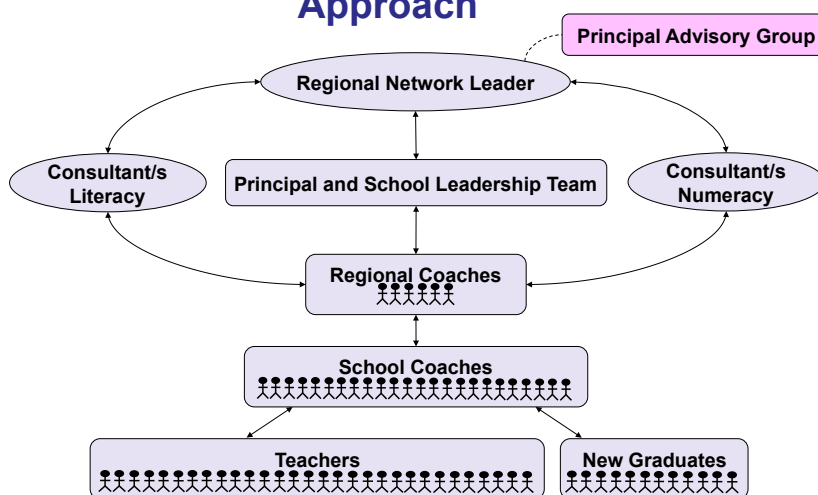
2011



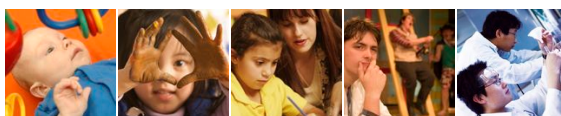
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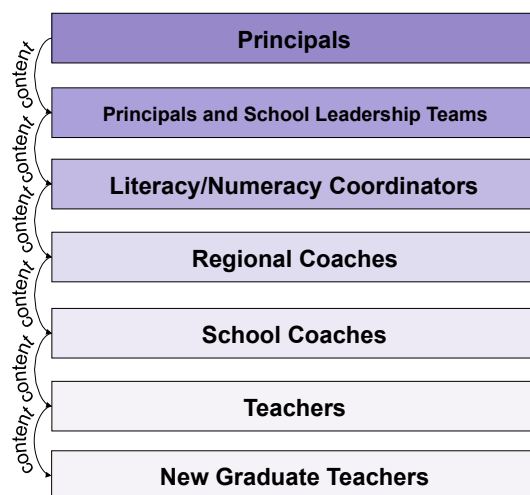
## WMR 2008 – 2011: A Systemic Shared Approach



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## WMR 2008 – 2011: A Shared Approach



## A systemic, shared, agreed, coherent approach

Roger Goddard, Fullan, Tom Fowler-Finn  
et al.

- System level ... **collective efficacy** – everybody in the region, the network, the school and the classroom responsible for every child's learning – with a deeply held, shared conviction that every child can learn and we have the knowledge and instructional practice to ensure every child does learn

McKinsey

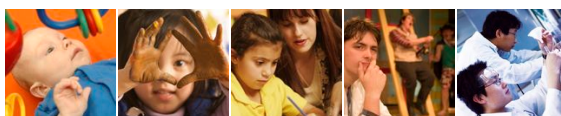
- Improving system performance ultimately comes down to improving the learning experience of students in their classrooms.

Elmore

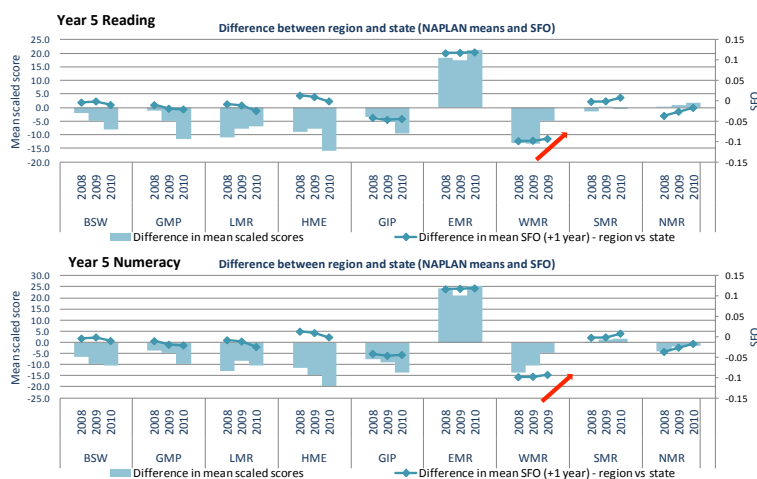
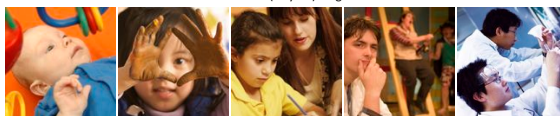
- The principal of reciprocity. The next level of work

Rhonda Knight

- The WMR Blueprint has given me a mandate



## WMR Since 2008 Adding Value

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## WMR Since 2008: Improving Outcomes

Improvement across all domains

### Biggest gains in 8 of 20 measures

### Year 3

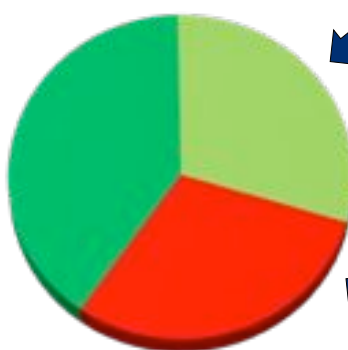
- Writing

Year 5

- Grammar and Punctuation
- Numeracy

Year 9

- Reading
- Writing
- Spelling
- Grammar and Punctuation
- Numeracy



2<sup>nd</sup> or 3<sup>rd</sup> biggest gains in 6 of 20 measures

**Year 3**

- Grammar and Punctuation
- Numeracy

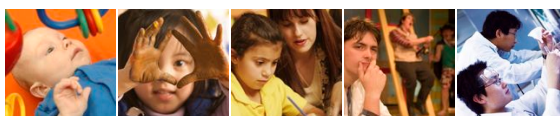
### Year 5

- Reading

### Year 7

- Reading
- Writing
- Numeracy

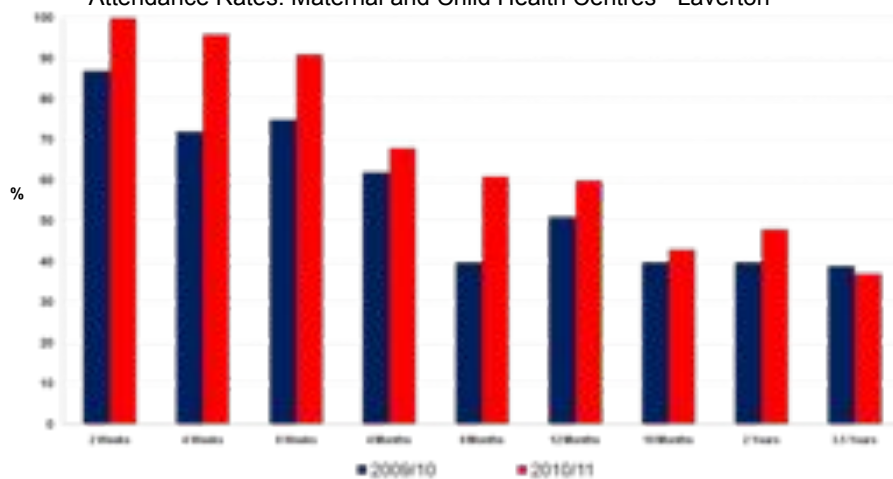
**4<sup>th</sup> or lower in 6 of  
20 measures**

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## WMR : Early Childhood Project

Attendance Rates: Maternal and Child Health Centres - Laverton



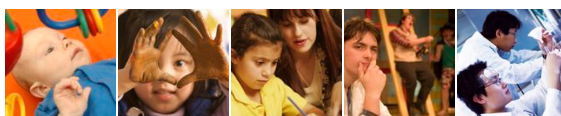
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## WMR Since 2008: Engaging Student Focus



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## WMR Since 2008: Engaging Student Focus

### According to students a good curriculum:

- Keeps students interested in the subject
- Allows students to be involved in their learning and with their peers
- Teaches students the things that they need to know for the future

### According to students a good teacher:

- Is passionate, knowledgeable encouraging, consistent and has a positive attitude
- Provides interesting work, assessment and feedback
- Has agreed rules and expectations and involves all students in discussions
- Provides opportunities for students to extend knowledge and persevere
- Uses multiple teaching strategies and provides multiple opportunities for success



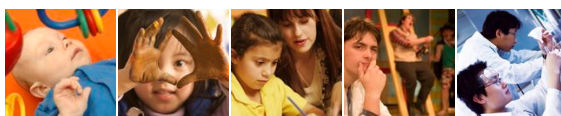
## WMR Since 2008: Engaging Student Focus

### According to students a good curriculum:

- The teachers tailor the work to suit each student. Maths is a good example for this, the teacher usually gets us to discuss the strategies we used with everyone on our table then with the whole class, and the teacher gives different work to people of different abilities. **(Amisha & Lauren, Year 8)**

### According to students a good teacher:

- We believe that a good teacher is passionate, encouraging, consistent, will have a positive attitude and interact with his or her class. **(Billy and Briannen, Year 7)**



## WMR shared mandate Rhonda Knight – Principal Coburn PS



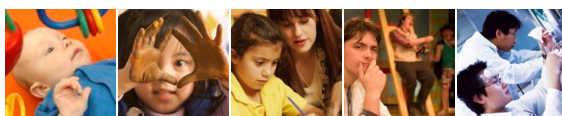
## WMR The Challenges Now

A shared, agreed approach.

The forum is an opportunity to develop a framework for all WMR

If we are to make a difference in the lives of children and young people our work needs to be

- inspired by people working together within the region, and
- committed to collectively
- mandated



## WMR The Challenges: Staying the course and going deeper

How do we stay the course?

How do we build on where we have come from and go deeper?

How do we do this with less or changing resources?

How do we resist the entertainment of a new bauble off the Christmas tree?

How do we maintain focus and coherence?



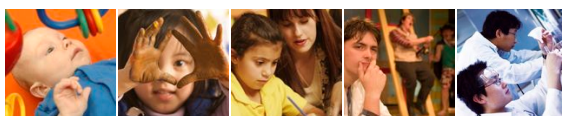
## WMR The Challenges: Staying the course and going deeper

How do we maintain focus and coherence?

We are into the really demanding work. How do we persevere?

How do we stick together?

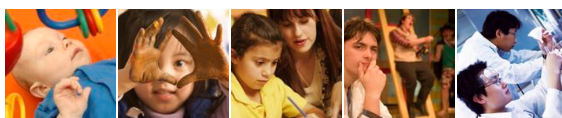
How do we build on the extraordinary effort and commitment in Early Childhood? How do we build the most powerful connections and transitions for our children and their families?



## Our target? student development and learning

Our children will be literate, numerate, passionate, responsible, confident, self-directed learners.

- We will get better at knowing every child.
- We will know for each of them, what they know and can do and what they need to learn next. We will be skilled and knowledgeable professionals, knowing how and when to intervene and support children.



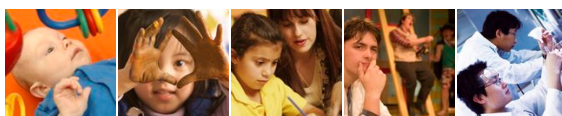
## Our target? student development and learning

To make sure every single child's growth in learning each year exceeds state and national expectations? Two years in one?

How will we articulate such a target?

What will our children's learning and development look like? How will we know?

How is early childhood evident in our target? Heckman?



## Our guiding questions: The WMR Plan

Thank you for participating and bringing your wisdom, experience and commitment to the table.

For early childhood

- How do we build quality in our workforce and increase access?

For schools,

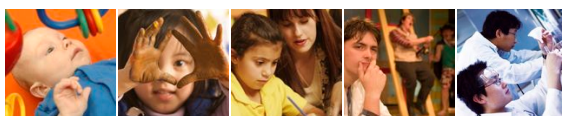
- How do we make it stick?
- How do we go deeper?



## Reflections

Consider all that has been discussed to-date:

- Connect – what have you connected with?
- Extend – what would you like to extend or explore further?
- Challenge – what questions or puzzlements have been raised?



## Discussion group facilitators

Early Childhood	Moira Mullumby	Australia Room 4
Literacy Primary	Jeanette Finegan Glen McGarigle	Australia Room 3 Swanston Room
Numeracy Primary	Jackie Green Vicki Minton	Australia Room 2 Degraves Room
Years 7-9	Andrea Federico	Elizabeth Room
Years 10-12	Andrew Harnett Geoff Pell	Australia Room 2 Flinders Room
Transitions	David Moss	Australia Room 1
Learning environment	Nathan Chisholm	Collins Room



## A final thought...

*"We may not be able to predict the future but we can help shape it."*

Ken Robinson, Out of Our Minds

